
School of Education

Professional Experience Handbook

Teaching and Learning 4 ETP220
Applying Teaching and Learning Methodologies

Semester 2 2012

2nd/3rd Year Bachelor of Teaching and Learning (Preservice)

Contents

Foundations of Professional Experience	2
About Professional Experience	3
In-school Experience	3
Roles and Responsibilities: Professional Experience Office	4
The Role of the Mentor Teacher	5
The Role of the Professional Learning Leader	7
Professional Experience Application Checklist.....	8
Linking Theory and Practice: Where Professional Experience fits in your course.....	9
Teaching and Learning Units with accompanying In-school Experience	11
Teaching and Learning 4: Applying Teaching and Learning Methodologies.....	13
What forms need to be completed and submitted to CDU?	16
Week by week suggested guideline for Teaching and Learning 4 ETP220	17
Support for Learning: Examples and Templates.....	20
Placement Assessment Forms Checklist	21
FORM A: Skill Development: Teaching and Learning 4	22
FORM B: In-school Task Rubric, Teaching and Learning 4: Applying Teaching and Learning Methodologies.....	24
FORM C: Overall Professional Experience Evaluation Record Teaching and Learning 4 – Applying Teaching and Learning Methodologies	26
Students “At Risk”	28
Establishing “At Risk” Status	29
Daily Progress Report for “At Risk” Students	30

This handbook is available at W: <http://eschool.cdu.edu.au>

Foundations of Professional Experience

The Charles Darwin University (CDU) Teaching and Learning courses aim to graduate teachers who are professional, caring, competent and “workplace ready”. Work ready graduates can provide evidence of competence against each of the Professional Standards for Graduating Teachers in the Northern Territory. They are well placed to develop into competent teachers against Teacher Registration Board (TRB) standards within the first year of full-time teaching and support and enhance student learning in a diversity of settings now and in the future.

Principles underpinning the Bachelor of Teaching and Learning and the Graduate Diploma of Teaching and Learning at CDU include:

- Practices that ensure graduating students are competent, caring and inspiring teachers and leaders
- Critical partnerships to enable collaboration and reflection
- Pedagogy and leadership that is evidence-based, learning-centred and futures-orientated
- Learning that is informed by local and global knowledge perspectives in collaboration with families, communities and children
- Learning environments that demonstrate and inspire respect for, and understanding of, the value systems within Indigenous cultures
- A teaching and learning orientation that is responsive, creative, innovative and entrepreneurial in both local and global contexts
- Professional communities of practice that reflect and support sustainability and excellence in a range of contexts
- Flexible and supportive learning pathways that provide expanded opportunities for learning
- Processes that ensure continuous improvement through rigorous internal and external evaluation

And in addition

Australian Indigenous perspectives, where relevant, are embedded across CDU education courses. Indigenous perspectives are scaffolded through the professional experience components and across most teaching and learning units.

For more information about Australian Indigenous perspectives visit:
www.cdu.edu.au/library/subjectguides/saiks/indigenous.html

About Professional Experience

Charles Darwin University teacher education courses enable preservice teachers to develop the practical skills and knowledge to engage in lifelong learning and continued professional development.

Professional experience in schools and other educational settings helps develop the professional knowledge, skills and attitudes needed by beginning teachers.

The professional experience component provides a developmentally sequenced program of practical studies that is integrated with theoretical, evidence-based knowledge within the core Teaching and Learning and Curriculum units.

ETP 220 Teaching and Learning 4 incorporates 20 days in schools, including a 3 week block.

The professional experience strand promotes learning about professional contexts, about educational settings and practices, about schools and other educational settings such as preschools; and most importantly about teaching and learning strategies that foster students' growth and development.

For ACIKE Students:

ETP 220 Teaching and Learning 4 incorporates 20 placement days , including a 3 week block.

The CDU professional experience program has developed partnerships with key schools and education authorities, particularly the Northern Territory Department of Education and Training (DET), collaborating Independent Schools and the Catholic Education NT Office. Professional experience is designed to ensure that graduate teachers are well-prepared to meet the professional requirements of teaching as indicated in the *Northern Territory Professional Standards for Graduating Teachers*. (or similar state and territory ones)

In-school Experience

CDU Teaching Schools

CDU Teaching Schools are designated Northern Territory Department of Education schools (plus four collaborating Independent schools) located in Darwin (this includes Palmerston and the rural area) Katherine and Alice Springs. These schools have worked closely with CDU in developing professional experience for students. They host a number of students (approximately six to twelve each). These schools are supported by a Teaching Schools Coordinator. This is a Northern Territory Department of Education funded position based in the Professional Experience Office in the School of Education.

Non Teaching School Placements in the NT

CDU/ACIKE have strong partnerships with a range of schools in the NT and beyond. Darwin and Alice Springs based students can seek placements in Catholic, other Independent and Christian schools.

External CDU students

External students living in Darwin or Alice Springs are considered 'internal' for the purpose of the professional experience component of the course and professional experience is organised as for internal students.

CDU has external students located throughout the NT, Australia and internationally – in Asia, the US, UK and Middle East. CDU host schools are similarly dispersed. Most schools will host just one or two students for professional experience placements.

External CDU students living outside Darwin and Alice Springs, normally complete their in-school professional experience in their home towns. External students select a school and negotiate a placement with that school in conjunction with the Professional Experience Office.

In addition, students external to Darwin and Alice Springs can negotiate changes to teaching days and sequences to suit them and their school with support from the Director of Professional Experience, Mrs Jenny Buckworth.

ACIKE Students

ACIKE has students across Australia from a range of regional, rural and remote communities. These students normally complete their professional experiences in their local communities. ACIKE students select a school and negotiate the placement in conjunction with the ACIKE Practicum Coordinator and Professional Experience Office.

Emergency Procedures within Schools

When on professional experience in a school, it is your responsibility to familiarise yourself with the School Emergency Management Plan. All preservice teachers are responsible for ensuring they are conversant with emergency preparation requirements and follow directions from nominated officers in the event of an emergency or critical incident.

CDU values the ongoing contribution made by schools to the development of teacher education programs. This helps ensure that all programs provide optimum opportunities for students to become professional, reflective and competent educators.

Roles and Responsibilities: Professional Experience Office

Support for preservice teachers and mentor teachers is facilitated by the Professional Experience Director, the Teaching Schools Coordinator and the Placement Coordinators.

The Professional Experience Office facilitate the administration of school placements for all preservice teachers including collecting professional experience placement and assessment forms and organising payments for mentor teachers. Contact **E: eschool@cdu.edu.au P: 8946 6602.**

The Professional Experience Director oversees all professional experience placements, particularly interstate and overseas and also placements in Northern Territory Catholic, Independent and Christian schools.

Jenny Buckworth
P: 08 8946 6298
E: jenny.buckworth@cdu.edu.au

The ACIKE Practicum Coordinator supports ACIKE students in negotiating placements with schools outside Darwin/Alice Springs and arranges supervising lecturer visits.

Katrina Railton
P: 08 8946 3862
E: katrina.railton@batchelor.edu.au

The Role of the Mentor Teacher

Mentor teachers have a crucial role in the Teaching and Learning courses offered by Charles Darwin University. A mentor teacher is the classroom teacher who supports development of a preservice teacher's teaching skills throughout the teaching placement. More details of the specific expectations of the mentor teacher through the duration of the practicum can be found at **W:** <http://eschool.cdu.edu.au>

Mentor teachers should:-

Prior to the Professional Experience

- Fully inform themselves of the requirements of the professional experience placement as specified in the professional experience handbooks
- Attend group information sessions provided for Northern Territory students
- Complete introductions and read introductory profile

During observation and team teaching period of the Professional Experience

- Introduce the preservice teacher carefully to the class as a teaching colleague
- Model classroom practice: discuss own lesson planning, pedagogy, classroom management
- Discuss expected standards and routines of the classroom
- Provide background information about the class
- Explain the current teaching program and where a preservice teacher's blocks of teaching will fit
- Discuss assessment types and timelines and reporting strategies and requirements
- Introduce the preservice teacher to members of faculty/school
- Induct preservice teachers into beyond classroom professional responsibilities such as yard duty, faculty and staff meetings
- Introduce the preservice teacher to the protocols of viewing/booking/using resources and technologies
- Support the preservice teacher in completion of observation and resource collection/dialogue needed for completion of CDU academic units
- Encourage preservice teachers to observe the classes of teachers other than those of mentor teachers

During the teaching phase of the Professional Experience

- Assist the preservice teacher in preparation of lesson plans
- Review lesson plans and offer constructive feedback prior to lesson delivery
- Ensure that preservice teachers are appropriately supervised at all times in the classroom
- Observe lesson delivery and give verbal and/or written feedback
- Assist preservice teachers in development of formative and summative assessment tasks
- Assist with assessing of student work
- Give models for recording and responding to student achievement
- Model teacher to parent interactions and involve the preservice teacher in these interactions where possible
- Respond to the preservice teacher's reflective journal where appropriate
- Hold regular professional discussions, offering professional advice and feedback and allowing preservice teachers to share their own feelings, reflections and concerns about their practice
- Assist preservice teachers to develop a repertoire of classroom management strategies and a resource bank or professional "library" to assist their teaching

-
- Assist the preservice teacher in gathering evidence of competence against the *Northern Territory Professional Standards for Graduating Teachers (or similar)*

After the Professional Experience

- Develop goals with the preservice teacher for their next period of professional experience
- Reflect on own mentoring practice

Mentor Teacher Payment

CDU pays mentor teachers for their role in supervising professional experience for preservice teachers.

Mentor teachers are able to access the payment contracts on the eschool site

W: <http://eschool.cdu.edu.au>. The payment form can be downloaded and lodged together with a tax declaration form each semester at the completion of the placement. Tax forms are available from Post Offices or School Administration Offices. Send to:

CDU Placement Coordinator
Professional Experience Office, School of Education Building Blue 5
Charles Darwin University NT 0909
E: eschool@cdu.edu.au

The Role of the Professional Learning Leader

Teaching Schools in Darwin and Alice Springs also have a staff member who is designated a 'Professional Learning Leader'.

The Professional Learning Leader (PLL) works in partnership with the academic staff of the School of Education to support preservice teachers' professional experience and learning and to assist mentor teachers and teaching schools in their role.

The PLL should:

Prior to the Professional Experience

- Develop a pool of experienced, competent, enthusiastic mentor teachers who wish to be involved in the program
- Carefully assess the list of preservice teachers provided by CDU and strive to match them to mentors and in line with the school's needs
- Conduct a session where preservice teachers and mentor teachers are introduced
- Provide all necessary paperwork/online access and go through roles of PLL, mentor teachers and preservice teachers
- Set up lines of communication
- Organise schedule of tutorials for preservice teachers
- Discuss perceived needs of mentor teachers

During observation and teaching period of the Professional Experience

- Deliver "on-site tutorials" that support the Teaching School experience
- Facilitate professional learning for mentors
- Provide advice and guidance to mentor teachers and preservice teachers
- Provide a second opinion, following observation, when a mentor teacher believes a preservice teacher is not learning the skills of teaching at the appropriate level and not able to provide possible achievement of graduate standards
- Remind mentor teachers and preservice teachers of Teacher Development Milestones
- Communicate closely with mentor teachers and CDU to identify preservice teachers who may need additional support and are deemed 'at risk'
- Assist preservice teachers with preparation of exit interview portfolios and registration with TRB
- Attend exit interviews to assist in assessing achievement of preservice teachers against graduate standards

After the Professional Experience

- Develop goals with the preservice teacher for their next period of professional experience
- Reflect on own mentoring practice
- Provide feedback and support for mentors with regard to their coaching and mentoring
- Ensure all assessment paperwork is complete and returned to the Placement Coordinators

This **CHECKLIST** is to assist Preservice Teachers to select a Professional Experience Placement with a host school and to ensure all necessary steps are completed.

Professional Experience Application Checklist	
Students studying and living in the Darwin, the Palmerston area and Alice Springs	Students studying and living outside Darwin, Palmerston, Alice Springs and the Northern Territory
<ul style="list-style-type: none"> <input type="checkbox"/> Have you enrolled in the appropriate CDU professional experience (Teaching and Learning) unit? <input type="checkbox"/> Have you completed the online 'My Nomination' process found at W: http://eschool.cdu.edu.au? Failure to do so will result in a 'fail' for this unit. <input type="checkbox"/> Have you applied for your NT Ochre Card? <input type="checkbox"/> Have you received an email to confirm your host school and made an appointment to meet with your mentor teacher and Professional Learning Leader (where applicable) before the professional experience? <input type="checkbox"/> Have you provided a copy of your NT Ochre Card to the CDU professional experience Office before starting your placement in the host school? <input type="checkbox"/> Have you provided a copy of your NT Ochre Card to the Principal of your host school? <input type="checkbox"/> Have you ensured that your mentor teacher has a copy of this Professional Experience Handbook? These are available from the CDU Professional Experience Office or online at W: http://eschool.cdu.edu.au 	<ul style="list-style-type: none"> <input type="checkbox"/> Have you enrolled in the appropriate CDU professional experience (Teaching and Learning) unit? <input type="checkbox"/> Have you contacted the principal of a local school to determine his or her willingness to host your professional experience? <input type="checkbox"/> Have you completed the online 'My Nomination' process found at W: http://eschool.cdu.edu.au? Failure to do so will result in a 'fail' for this unit. <input type="checkbox"/> Have you applied for your working with children/police check according to the regulations of your state or Territory? <input type="checkbox"/> Have you made an appointment to meet with your mentor teacher before the professional experience? <input type="checkbox"/> Have you provided a copy of your working with children/police check to the CDU Professional Experience Office and your principal before starting your placement in the host school? <input type="checkbox"/> Have you shown your mentor teacher where to access the CDU eschool site and directed him or her to the sections that are relevant, particularly payment forms, assessment forms and observation templates? <input type="checkbox"/> Have you ensured that your mentor teacher has a copy of the Professional Experience Handbook prior to the commencement of professional experience?

Linking Theory and Practice: Where Professional Experience fits in your course

The following professional experience calendar for Northern Territory students align with NT school terms. A calendar for each Australian state and Territory can be found at **W:** <http://eschool.cdu.edu.au>. Students studying overseas are encouraged to contact the Professional Experience Office for guidance.

2012 CDU Professional Experience Calendar NT											
Dates	Calendar Week	Higher Ed Semester 1 & 2	School Weeks	Bachelor of Teaching & Learning ETP 110/ETP120	Bachelor of Teaching & Learning ETP210/ETP220	Bachelor of Teaching & Learning ETP310/ETP 320	Bachelor of Teaching & Learning 6 ETP320	Double Degree (DD) Education ETP 110/ETP 120	ETP Double Degree (DD) ETP 210/ETP320	Graduate Diploma Teaching & Learning (GDTL) ETP410/ETP420 & ETP 425/426	Mid Year entry Graduate Diploma Teaching & Learning (GDTL) ETP426,410,420 & ETP425,426
30/01-03/02	5		1								T & L 6 2011
06/02-10/02	6		2								
13/02-17/02	7		3								
20/02-24/02	8		4								
27/02-02/03	9	1	5								
05/03-09/03	10	2	6								
12/03-16/03	11	3	7								
19/03-23/03	12	4	8				Block				
26/03-30/03 CENSUS	13	5	9				Block				Block
02/04-05/04	14	6	10				Block				Block
09/04-13/04 Easter	15	CDU BREAK	TERM 1 SCHOOL HOLIDAYS								
UNIT				T & L 1	T & L 3	T & L 5	T & L 6	T & L 1	T & L 3	T & L 1,2,3	T & L 6
16/04-20/04	16	7	1	2 DAYS	1 DAY	1 DAY	Block	2 DAYS	1 DAY	3 DAYS	Block
23/04-27/04	17	8	2	Block	1	1	Block	Block	1	3	Block
30/04-04/05	18	9	3	3	1	1	Block	3	1	3	Block
07/05-11/05	19	10	4		1	1	Block		1	Block	Block
14/05-18/05	20	11	5		1	1	Block		1	Block	Block
21/05-25/05	21	12	6		Block	Block	Block		Block	Block	Block
28/05-01/06	22	Revis	7		Block	Block	Block		Block	3 DAYS	Block
04/06-08/06	23	Exam	8		Block	Block	Block		Block	3	Block
11/06-15/06	24	Exam	9				Block				
18/06-22/06	25	CDU BREAK	10								
25/06-29/06	26		TERM 2 SCHOOL HOLIDAYS								
02/07-06/07	27										
09/07-13/07	28										
UNIT				T & L 2	T & L 4	T & L 6		T & L 2	T & L 6	T & L 6	T & L 1,2,3
16/07-20/07	29	1				THEORY			THEORY	THEORY	
23/07-27/07	30	2	1			THEORY			THEORY	THEORY	
30/07-03/08	31	3	2	2 DAYS		THEORY		2 DAYS	THEORY	THEORY	
06/08-10/08	32	4	3	3 DAYS	1 DAY	Block		3 DAYS	Block	THEORY	
13/08-17/08	33	5	4	Block	2 DAYS	Block		Block	Block	Block	
20/08-24/08	34	6	5		2	Block			Block	Block	3 DAYS
27/08-31/08	35	7	6		Block	Block			Block	Block	3
03/09-07/09	36	CDU BREAK	7		Block	Block			Block	Block	3
10/09-14/09	37	8	8		Block	Block			Block	Block	Block
17/09-21/09	38	9	9			Block			Block	Block	Block
24/09-28/09	39	10	10			Block			Block	Block	Block
01/10-05/10	40	11	TERM 3 SCHOOL HOLIDAYS								
08/10-12/10	41	12	1			Block			Block	Block	3 DAYS
15/10-19/10	42	Revis	2			Block			Block	Block	3
22/10-26/10	43	Exam	3			Block			Block	Block	
29/10-02/11	44	Exam	4			Block			Block		
05/11-09/11	45		5								
12/11-16/11	46		6								
19/11-23/11	47		7								
26/11-30/12	48		8								
03/12-07/12	49		9								
10/12-14/12	50		10								

2012 ACIKE Professional Experience Calendar NT

	Calendar Week	Higher – Ed Semester 1 and 2	School Weeks	Bachelor of Teaching & Learning ETP 110/ETP120	Bachelor of Teaching & Learning ETP210/ETP220	Bachelor of Teaching & Learning ETP 310/ETP 320
30/01-03/02	5		1			
06/02-10/02	6		2			
13/02-17/02	7		3			
20/02-24/02	8		4			
27/02-02/03	9	1	5			
05/03-09/03	10	2	6			
UNIT TITLE				T&L3	T&L5	T&L 6
12/03-16/03	11	3	7	BLOCK	BLOCK	BLOCK
19/03-23/03	12	4	8	BLOCK	BLOCK	BLOCK
26/03-30/03 Census Date	13	5	9	BLOCK	BLOCK	BLOCK
04/04–06/04	14	6	10	BLOCK	BLOCK	BLOCK
09/04-13/04	15	CDU		Term 1 Holiday Break		
UNIT TITLE				T&L1		T&L 6
16/04–20/04	16	7	1			BLOCK
23/04–27/04	17	8	2	BLOCK		BLOCK
30/04–04/05	18	9	3	BLOCK		BLOCK
07/05–11/05	19	10	4			BLOCK
14/05–18/05	20	11	5			BLOCK
21/05–25/05	21	12	6			BLOCK
28/05–01/06	22	Revis	7			BLOCK
04/06–08/06	23	Exam	8			BLOCK
11/06–15/06	24	Exam	9			
18/06–22/06	25	CDU Break	10			
25/06–29/06	26		Term 2 Holiday Break			
02/07–06/07	27					
02/07–06/07	28					
16/07–20/07	29	1				
UNIT TITLE				T&L2	T&L4	T&L6
23/07-27/07	30	2	1			
30/07-03/08	31	3	2			BLOCK
06/08–10/08	32	4	3			BLOCK
13/08–17/08	33	5	4			BLOCK
20/08–24/08	34	6	5			BLOCK
27/08–31/08	35	7	6			BLOCK
03/09–07/09	36	CDU Break	7			BLOCK
10/09–14/09	37	8	8			BLOCK
17/09–21/09	38	9	9			BLOCK
24/09–28/09	39	10	10			BLOCK
01/10–05/10	40	11		Term 3 Holiday Break		
08/10–12/10	41	12	1	BLOCK	BLOCK	BLOCK
15/10–19/10	42	Revis	2	BLOCK	BLOCK	BLOCK
22/10–26/10	43	Exam	3		BLOCK	
29/10–02/11	44	Exam	4		BLOCK	
05/11–09/11	45		5			
12/11–16/11	46		6			
19/11–23/11	47		7			
26/11–30/11	48		8			
03/12–07/12	49		9			
10/12–14/12	50		10			

Teaching and Learning Units with accompanying In-school Experience

Bachelor of Teaching and Learning (Preservice) Early Childhood/Primary/Middle years

In-school assessment refers to assessment that is completed during the professional experience period and is either assessed or verified by the mentor teacher.

Focus	Teaching and Learning Units	Content	In-school Experience <i>Refer Professional Experience Calendar page 9-10</i>	In-school Task attached to this unit	CDU assessment that requires verification of completion by mentor Teacher
1st Year The challenging nature of teaching	ETP110 Teaching and Learning 1 Introduction to Curriculum and Planning	Ethical considerations Curriculum engagement Reflective practice Learning management plans Lesson plans	10 days Planning for individuals and small groups Lesson planning (including using a sequence in a learning management plan)	LMP and 2 lessons planned	<ul style="list-style-type: none"> Learning management plan and two lesson plans Placement Assessment Forms
	ETP120 Teaching and Learning 2 Child and Adolescent Development	Child and adolescent development as a basis for teaching and learning	10 days Focus on sequencing and planning for small and whole class groups	Applying development principles to practice	<ul style="list-style-type: none"> Applying development principles to practice – research and presentation Sequenced lesson plans Placement Assessment Forms

2 nd Year Skill development	ETP210 Teaching and Learning 3 (20cpts) Assessment and Reporting	Assessment, monitoring and reporting procedures	20 days At least one week full-time teaching and planning a unit of work with a focus on monitoring and assessment	Mini Portfolio: Assessment and Reporting	<ul style="list-style-type: none"> Creation of Mini Portfolio Portfolio presentation Sequenced Lesson plans Placement Assessment Forms
	ETP220 Teaching and Learning 4 (20cpts) Teaching Methodologies	Teaching strategies and methodologies	20 days Two weeks full-time teaching and planning with a focus on planning and teaching strategies assessment	Applying Teaching and Learning Methodologies	<ul style="list-style-type: none"> Unit of Work Placement Assessment Forms
3 rd Year Transition to practitioner	ETP310 Teaching and Learning 5 (20cpts) Inclusive Education	Inclusive education and differentiated programs	20 days Three weeks of continuous planning and teaching that reflects inclusive education and differentiated programs	Working in a student focused team	<ul style="list-style-type: none"> Planning an Educational Adjustment Plan (EAP) and presentation Placement Assessment Forms
	ETP320 Teaching and Learning 6 (30cpts) Theory to Practice	Teachers' work Planning for teaching and learning	12-week block 8 weeks continuous planning, teaching and evaluating to meet <i>NT Professional Standards for Graduating Teachers</i> A full-time Teacher's load*	<ul style="list-style-type: none"> Teaching portfolio Exit interview demonstration of competence to meet <i>NT Professional Standards for Graduating Teachers</i> 	<ul style="list-style-type: none"> Teaching Portfolio Exit Interview Placement Assessment Forms

**Full-time teaching* refers to teaching enough classes to give the preservice teacher the experience of being a full time teacher. This is to be negotiated with the School Practicum Coordinator or the CDU Director of Professional Experience if there is no in-school Professional Learning Leader.

Teaching and Learning 4 - Applying Teaching and Learning Methodologies

Unit Title and Code

Teaching and Learning 4 ETP220

Unit Purpose

Teaching and Learning 4 is the fourth Professional Teaching Experience unit. It provides Preservice Teachers with an opportunity to explore aspects and understanding of teaching and learning strategies, methodologies, models and frameworks. Preservice Teachers will be expected to provide a 'unit of work' that they develop and deliver during their Teaching and Learning experience. The unit of work will be linked to a teaching and learning strategy/methodology selected by the Preservice Teacher.

This unit is linked to Professional Experience in a school. Preservice Teachers will complete a teaching school placement of 20 days.

Unit Outcomes

- Demonstrate relevant developing competency/ies in line with NT Professional Standards for graduating teachers
- Know how to assess the learning capabilities of their students and be aware of the factors that can influence their learning
- Understand the contemporary environment of teaching
- Recognise the role that teachers play in meeting expectations of learners, communities, employers, parents and other stakeholders
- Acknowledge the positioning of Indigenous people in the teaching profession
- Reflect on their own developing professional practice and identity as a teacher

CDU contact for this unit

Jenny Buckworth E: jenny.buckworth@cdu.edu.au
P: 08 8946 6298

Length of professional experience

20 days.

For Darwin and Alice Springs students these days are indicated on the placement calendar p. 9.

For **Darwin and Alice Springs students** these days are on Wednesday and Wednesday/Thursday starting week beginning 1st August 2011. (See placement calendar)

External students (outside Darwin and Alice Springs, around Australia and beyond) need to organise their own professional placement by contacting the principal of a local school relevant to their chosen specialty teaching area. A suggested calendar for each Australian state and territory can be found at <http://eschool.cdu.edu.au>. Preservice Teachers studying interstate or overseas may need to vary their Professional Experience dates to suit the local context.

Teaching expectations for preservice teachers

Two weeks of the Professional Experience must comprise continuous teaching duties aligned to the teaching load of a full time teacher in the relevant school context. During the remainder of the Professional Experience the Preservice Teacher works as a co professional with the Mentor Teacher as determined by the classroom context/s. Preservice Teachers will plan and teach a unit of work related to a particular teaching and learning methodology. A Week by Week Guide to *expectations and Professional Experience* follows this section.

Daily Journal

Preservice Teachers must keep a daily journal noting in-class and in-school activities, and reflections on experiences and teaching. **The reflection focus for ETP220 is the way that different teaching methodologies and strategies impact on student learning.** The journal spans the entire period of Professional Experience. The journal will include a series of entries which detail knowledge and insights gained, problems encountered, solutions applied, and the reflections of work as a Preservice Teacher. The conclusion will sum up the personal insights and learning in the light of the school context and the theories and ideas gained from this unit. Entries in this journal can be used as evidence in the final teaching portfolio. Mentor teachers are asked to sight this journal and make comment in the Overall Professional Experience Evaluation Record, in this Professional Experience Handbook.

Mentor Teacher Feedback

The Mentor Teacher provides regular written and verbal feedback and guidance throughout the entire block of Professional Experience. Templates for written feedback are available at <http://eschool.cdu.edu.au>

In-school assessment

Each Professional Experience unit has one or more in-school tasks. These tasks demonstrate the ability of the Preservice Teacher to use academic learning in a Professional Experience environment. The tasks for this unit are:

Applying Teaching and Learning Methodologies

This Professional Experience will include the planning and teaching of a unit of work in which:

- Preservice Teachers explore a teaching strategy or methodology and incorporate this into their teaching.
- Mentor teachers and Preservice Teachers discuss the suitability of the selected teaching strategy for the class/school context.
- Preservice Teachers undertake planning, teaching and assessing the 'unit of work' for students that covers at least 2 weeks of full time teaching.

The unit of work will need to:

Incorporate at least two learning areas, one of which must be English or Maths, (if primary).
Embed theory and practice of a recognised teaching and learning strategy/methodology (e.g Multiple Intelligences, Blooms Taxonomy, Dimensions of Learning etc)
Have a sequence of activities that involves the teaching of a minimum of six sessions.
Show evidence of use of the eight learning management questions to inform the planning. (i.e. LMP)
Provide a useful assessment rubric identifying how students will meet the learning outcomes of the unit.
Share the unit of work with a forum in the school that includes the mentor teacher

Form A: Skill Development

'Skill Development' provides Preservice Teachers with the opportunity to start collecting their evidence of competence against the *Northern Territory Professional Standards for Graduating Teachers*. The Mentor Teacher and Preservice Teachers are expected to discuss and complete the form 'Skill Development: Teaching and Learning 4' twice during the Professional Experience. 'Skill Development' is the basis of ongoing professional dialogue between the Mentor Teacher and the Preservice Teacher and can be used by the Preservice Teachers as evidence in their final portfolio.

Form B: Applying Teaching and Learning Methodologies

Mentor Teachers complete and sign, Preservice Teachers email to eschool@cdu.edu.au

Form C: Overall Professional Experience Evaluation Record

Mentor Teachers complete and sign, Preservice Teachers email to eschool@cdu.edu.au

What forms need to be completed and submitted to CDU?

Form	By whom	Purpose	Due date and Comment
Electronic Professional Experience request for placement located at: http://eschool.cdu.edu.au . 'My nomination' button located on the home page	Preservice teacher	When this information is received, CDU Professional Experience Office will confirm the placement with the appropriate school and provide relevant information about the placement, CDU procedures and payment forms for the Mentor teacher.	2/11/2012 Preservice Teacher to keep a copy
Working with children check/ police check	Preservice teacher	Preservice teachers require a current criminal history check before they may attend a professional experience placement. The results of the working with children/police check must be forwarded to CDU Professional Experience Office and presented to the school principal on the first day of professional experience.	Prior to commencement of Professional Experience Check regulations that apply in your state or territory
Form A: Skill development Teaching & Learning 4	Preservice teacher in collaboration with Mentor teacher twice during professional experience	Discussion and completion is the basis of ongoing professional dialogue and can be used by preservice teacher as evidence of professional competence in the final teaching portfolio.	2/11/2012 Preservice Teacher to keep a copy as part of the teaching portfolio
Form B: In-school Task Rubric:	Preservice Teacher in collaboration with Mentor teacher and/ or Professional Learning Leader (where applicable)	Discussion and completion is the evidence that the preservice teacher gains as an insight into developing teacher competencies.	2/11/2012 Submit by email to Professional Experience Office. Preservice Teacher to keep a copy.
Form C: Overall Professional Experience Evaluation Record	Mentor teacher and/ or Professional Learning Leader (where applicable)	All sections of this form must be satisfactory to gain an overall PASS for the professional experience placement.	2/11/2012 Submit by email to Professional Experience Office. Preservice Teacher to keep a copy.

Week by week suggested guideline for Teaching and Learning 4 ETP220

Professional Experience in schools helps to develop the professional knowledge, skills and attitudes needed for beginning teachers. The Professional Experience promotes learning about professional contexts, about educational settings and practices, about schools and other learning settings and most importantly about teaching and learning strategies that foster students' growth and development.

The following schedule is a guide to provide ideas and elaborate on the unit content and in-school learning tasks. The schedule can be varied according to the needs/situations of the school, the context and Preservice Teacher.

Timeline	Preservice teacher	Mentor Teacher
Before the professional Experience	<ul style="list-style-type: none"> • Make sure your police check/working with children check has been completed • Make contact with your Mentor Teacher to establish a relationship. (a visit is preferable) • If possible clarify details regarding placement and initial expectations of placement • Prepare yourself for the commitment of a school day: 20 minutes before the students start school in the morning and at least one hour after school finishes for students, depending upon the activities that the school has organised for staff. 	<ul style="list-style-type: none"> • Organise a timetable of days of attendance for your pre-service teacher • Familiarise yourself with the requirements of the Professional Experience and with the assessment forms.
Day 1 of the professional Experience	<ul style="list-style-type: none"> • Introduce or re-introduce yourself to the class, develop familiarity with the school, class and students • Establish with your Mentor Teacher what your goals are for this period of Professional Experience • Give your Mentor Teacher an outline of all the things you need to do during the Professional Experience. • You will need to write a lesson plan for each lesson that you teach during the Professional Experience. You can either use one of the lesson plan templates located at http://eschool.cdu.edu.au or design your own template in conjunction with your mentor teacher. • Discuss reflective journal entries with Mentor teacher. Begin making entries for later discussions. • Select feedback templates from the eschool and print for your mentor to use when providing you with feedback. 	<ul style="list-style-type: none"> • Introduce Preservice Teacher to the principal and other staff where appropriate • Check with the Preservice Teacher about the specific requirements of the Professional Experience and how they can be accommodated • Inform Preservice Teacher of school routines, e.g. staff meetings, yard duties etc • Discuss the goals that the Preservice Teacher has for this period of Professional Experience and begin to plan how you can help them best achieve these goals. This may mean organising for them to observe or work with other staff in the school • Discuss individual student's needs and behaviour management strategies that are effective and part of the class/es routine. • Decide 2 – 4 lessons that the Preservice Teacher can teach during their next visit. Ask Preservice Teachers to email their lesson plans so you can provide feedback prior to their next visit. • Discuss how you will give feedback when you are observing the Preservice Teacher teach. Observation feedback templates can be found at http://eschool.cdu.edu.au • Discuss the reflective journal with Preservice Teacher. Give feedback on sections he or she is willing to share. • Organise lessons

Timeline	Preservice teacher	Mentor Teacher
Day 2 and 3 of the Professional Experience	<ul style="list-style-type: none"> Teach 2 – 4 lessons as organised the previous week. Make sure your Mentor Teacher has the lesson plans prior to your return to the school. Attend staff/unit meetings if relevant. (ongoing) Take notes or copies of appropriate sections of Mentor Teacher programs to assist with planning Begin discussion and planning for your inschool task <u>ETP220 Applying Teaching and Learning Methodologies</u>. Ask what lessons you will teach the next time you are in the school and gather resources Continue reflective journal entries. 	<ul style="list-style-type: none"> Provide access to your program to assist Preservice Teacher with their planning Provide an overview of the class including the cultural and linguistic background of students Give oral and written feedback on lessons taught. Feedback templates can be found at the eschool Decide which 4 – 6 lessons the Preservice Teacher will plan and teach during their next Professional Experience days Support the Preservice Teachers in their in-school task <u>ETP220 Applying Teaching and Learning Methodologies</u> by sharing different strategies and teaching methodologies that you incorporate into your planning, teaching and assessment. Discuss the reflective journal with Preservice Teacher. Give feedback on sections he or she is willing to share.
Day 4 and 5 of the Professional Experience	<ul style="list-style-type: none"> Teach prepared lessons. Ensure that your Mentor Teacher has lesson plans before you return to the school Ask Mentor Teacher for verbal and written feedback. Continue planning for your 2-3 weeks of continuous teaching. Consult with your Mentor Teacher about the content and curriculum area/s for the unit of work you will teach during your block placement. Collect resources Continue planning your unit of work related to <u>ETP220 Applying Teaching and Learning Methodologies</u> Meet with Mentor Teacher and discuss the assessment form '<u>Skill Development</u>.' Support Mentor Teacher with his or her planned teaching activities. Make notes about established classroom rules and protocols in readiness for block placement. Evaluate your planning and teaching in your reflective journal. Make this a regular practice after each teaching opportunity. Continue reflective journal entries. 	<ul style="list-style-type: none"> Provide written and verbal feedback on Preservice Teacher planning, teaching and assessment. Support the Preservice Teacher in the creation of their unit of work. Discuss and where appropriate, provide templates for development of unit of work, timetable, resources, term overviews and other significant documents Help Preservice Teachers create a timetable for their block of continuous teaching Continue to offer opportunities for team teaching Discuss the reflective journal with Preservice Teacher. The focus of reflection for this unit is monitoring, assessment and reporting and the impact on student learning. Complete the form '<u>Skill Development</u>' as a mid-point assessment by end of this week giving the pre service teacher (and if necessary, CDU) timely feedback as to progress. (See "At Risk" procedures if necessary)

Timeline	Preservice teacher	Mentor Teacher
Three week block with at least two weeks continuous teaching	<ul style="list-style-type: none"> Engage in as much teaching as possible during this period of time Ensure that your Mentor Teacher has lesson plans at least one day before they are to be taught and unit plans a week ahead Manage lesson transitions, assessment of tasks, setting up for teaching and learning Implement your chosen teaching strategy or methodology in your unit of work Attend all staff meetings, unit meetings and yard duties Where possible, attend a parent teacher interview Continue reflective journal entries. Create a summary of your learning for this period of Professional Experience. Prepare and present your learning from your unit of work incorporating <u>ETP220 Applying Teaching and Learning Methodologies</u> to a forum that will include your Mentor Teacher or PLL Complete placement assessment form A 'Skill Development' with your Mentor teacher Keep a copy of this form as part of your teaching portfolio. Show evidence where these competencies are being addressed Maintain a copy of completed Assessment Forms B and C in your teaching portfolio and send copies to the Professional Experience Office on or before 2 November 2012. 	<ul style="list-style-type: none"> Explore different ways to give feedback to the Preservice Teacher about their teaching Look at lesson plans and unit plans and provide feedback that will help with construction, location of resources and suggestions for management of the class before the Preservice Teacher teaches the lesson/unit Share different ways that you gather evidence of student learning Invite Preservice Teacher to be part of any additional professional learning opportunities they may find useful Organise a time for the presentation of <u>ETP220 Applying Teaching and Learning methodologies</u> to a forum in the school that includes yourself. Complete the assessment rubric in Form B. Complete Form A Skill development for the second time. Complete Form C: Overall Professional Experience Evaluation Record. Use the reflective journal as a tool to facilitate discussion with the pre service teacher Discuss the reflective journal with Preservice Teacher. Complete all relevant paperwork and return to your PLL or the Professional Experience Office.

Support for Learning: Examples and Templates

Observations and Reflections

During weekly visits, it is important for preservice teachers to spend some time observing the classroom at work and reflecting upon their observation from many perspectives.

To assist in this process a number of ideas and templates have been provided as examples. These can be found on the eschool site at **W: <http://eschool.cdu.edu.au>**

A Learning Management Plan

Learning design is a very useful tool for planning and programming units of work and individual lessons. Learning design templates can be found on the eschool site at

W: <http://eschool.cdu.edu.au>

Learning Activity or Lesson Plans

During their academic work preservice teachers are taught that all learning activities or lessons require certain essential ingredients. Lesson plan format can be negotiated with the mentor teacher, but the following ingredients must be evident:

- A curriculum outcome/progression point/essential learning (whatever language is used in your state's curriculum document). NB. It is expected that students engage with the Australian Curriculum and plan according to the guidelines provided.
This links to the 'purpose' of the lesson. It MUST refer to a curriculum and must be referenced
- Sequence to the lesson from simple to complex:
This is very much *the body* of the lesson- what you are teaching, the questions you ask and the learning tasks set; sometimes you might require students to design and construct their own learning tasks
- Assessment that links back to the outcomes:
This is to determine how the students have met or are progressing toward an outcome or meeting a standard or learning objective. Terms such as an assessment rubric, criteria, observations, tests, samples of work are used during this stage.
- Evaluation of self as a teacher and how the lesson met the outcome/s
Samples of lesson or learning plans can be found on the eschool site at
W: <http://eschool.cdu.edu.au>

Unit plans

Primary and Middle Schools

Unit plans are detailed and include outcomes from more than one learning area, for example, SOSE, English and Essential Learnings. The sequence is over a longer period of time, for example over two – six weeks. Generally, the learning goals and assessments will be more involved.

Senior Secondary Schools

Unit plans are detailed and include outcomes that relate to the particular learning area and the state or territory educational requirements, for example South Australia Certificate of Education (SACE), Victorian Certificate of Education (VCE). The sequence is over a longer period of time, for example over two – six weeks. Generally, the learning goals and assessments will be more involved.

Sample units of work can be found on the eschool site at
<http://eschool.cdu.edu.au>

Placement Assessment Forms Checklist

- ☐ **Form A: To be kept by the pre-service teacher**
Skill Development: Teaching and Learning 4
- ☐ **Form B: Emailed to below address**
In-school task rubric: Applying Teaching and Learning Methodologies
- ☐ **Form C: Emailed to below address**
Overall Professional Experience Evaluation Record
Teaching and Learning 4
- ☐ **Preservice Teachers must keep a copy of all assessment forms for their final portfolio**
- ☐ **Assessment forms must be completed, signed and emailed to**

eschool@cdu.edu.au

In the email subject line, please state the following:

STATE_LAST NAME, First Name_UNIT

FORM A Skill Development: Teaching and Learning 4

This form is based on the Professional Standards for Graduating Teachers of the Northern Territory. It forms the basis for professional dialogue about Preservice Teacher progress between the Mentor Teacher and the Preservice Teacher. It also informs the decision that the Mentor Teacher makes when completing the Overall Professional Evaluation Record. A copy should be kept by the Preservice Teacher for use in the compilation of their electronic Portfolio. This form should be completed at the mid point of the Professional Experience and again at the end of the Professional Experience.

Preservice Teacher	Student No.	Unit code ETP220
School	First date of completion	Second date of completion
Mentor Teacher	Professional Learning Leader (Where applicable)	

	Professional Standards for Graduating Teachers	Evidence	Not yet applicable
PROFESSIONAL ENGAGEMENT	1.4 Preservice Teachers act with dignity, courtesy and empathy in their relationships with all staff, students, carers and the education community.		
	1.5 Preservice Teachers understand and fulfil their legal and ethical responsibilities.		
	2.2 Preservice Teachers begin to work collaboratively with others to discuss contemporary issues and research to improve professional practice.		
	2.3 Preservice Teachers identify their own professional learning needs with assistance and plan for and engage in professional development activities as identified in consultation with colleagues.		
	2.5 Preservice Teachers begin to acknowledge and engage critically with change to maintain relevance in their teaching and to clarify educational priorities in negotiation with their workplace.		
PROFESSIONAL KNOWLEDGE	3.3 Preservice Teachers develop an understanding and respect for students as individuals, and are sensitive to their social needs and learning styles and the ways they interact with others.		
	5.3 Preservice Teachers know the methodologies, resources and technologies that support learning of the content, processes and skills they teach.		
	5.4 Preservice Teachers have knowledge of approved curriculum frameworks, policies, materials and programs appropriate to the context in which they teach.		

PROFESSIONAL PRACTICE	6.2 Preservice Teachers plan and document the use of a range of activities, resources and materials to provide meaningful learning opportunities for students.	Evidence	Not yet applicable
	7.5 Preservice Teachers know how to establish and maintain clear and consistent expectations for students as learners and for their behaviour in the learning environment.		
	8.2 Preservice Teachers can provide and manage opportunities for students to explore ideas and develop knowledge and skills through discussion and group activities.		

Goal for next period of Professional Experience (developed by Preservice Teacher and Mentor Teacher)

Mentor teacher comment

FORM B In-school Task Rubric, Teaching and Learning 4: Applying Teaching and Learning Methodologies

Mentor Teacher and Preservice Teacher complete the rubric together (in-school Assessment task).
Submit to Professional Experience Office by 2 November, 2012 via email to eschool@cdu.edu.au

Preservice Teacher	Student No.	Unit code	ETP220
School	Date of completion		
Mentor Teacher	Professional Learning Leader (Where applicable)		

Applying Development Principles to Practice

ETP220 Plan, teach and assess a 'Unit of Work'	Quality evidence	Satisfactory evidence	Satisfactory with assistance	Insufficient evidence despite assistance
Identification of a teaching and learning strategy/methodology (eg. Blooms, MI, DoI, etc.) that is appropriate for use in the placement class/school	Teaching and Learning Strategy is clearly identified and meets needs of student learning as appropriate to the student cohort	Teaching and Learning strategy has been outlined, demonstrating consideration of student learning needs	More consideration as to the appropriateness of this strategy needs to be made.	Strategy is not suitable for the onsite situation
Unit of Work				
Rationale	The unit of work meets the needs of the student learning and works in harmony to the current classroom practices.	The unit of work identifies student and community needs.	The unit of work is planned with some consideration of student and school needs	The unit of work has little connection with the current needs of student learning
Outcomes	Outcomes are explicitly identified and detail appropriate strand, band level and indicators across 2 or more learning areas Learning outcomes and Essential Learnings are clearly identified and integrated.	Outcomes are identified (NTCF or similar) and detail appropriate strands and indicators across 2 or more learning areas	Outcomes are indicated with indicators supplied.	Outcomes do not address the requirements of the NTCF or similar.

Teaching Points	Relevant and thorough, insightful, accurate and clear with explicit detail throughout	Informative, accurate and clear with appropriate levels of detail throughout	Greater detail in some areas would have enhanced the overall effectiveness of this unit	More information and detail was needed throughout to ensure clarity, relevance or accuracy
Sequence of Learning	Very clearly communicated and logically sequenced with explicit links between learning concepts	Preservice Teacher is beginning to connect lessons sequentially with implicit learning concepts addressed at each stage.	Learning is sequenced satisfactorily. There is scope for greater clarity and depth in some lessons.	Lessons are fragmented and do not explicitly connect learning concepts.
Assessment	Assessment rubric is comprehensive in design and intuitive in its use.	Assessment and/or rubric is well designed and thorough in its coverage of outcomes addressed.	Assessment of unit outcomes rubric is satisfactory and identifies a number of areas in which the student/s can demonstrate meeting the learning outcomes of the unit.	Assessment and/or rubric is unclear and does not identify how the students have met the outcomes of the unit.

Comments

Please attach additional comments

Mentor Teacher name and signature _____ Date _____

Preservice Teacher name and signature _____ Date _____

PLL name and signature (where appropriate) _____ Date _____

Form C Overall Professional Experience Evaluation Record Teaching and Learning 4 – Applying Teaching and Learning Methodologies

This form must be returned to the Professional Experience Office before 2 November, 2012 via email to: eschool@cdu.edu.au

Preservice Teacher		
Student no.	<i>Unit code</i> ETP220	Date
School		State or Territory
Class/year	Subject/teaching area	
Mentor teacher		Professional Learning Leader (where applicable)
Assessment	Comments	Performance rating
Form A Professional Experience Record of Graduate Standards	Provides examples of evidence that could be used in the final portfolio. This form is kept by the Preservice Teacher	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Teaching and Learning Methodologies	Appropriateness of proposed strategy discussed with Mentor Teacher prior to development of unit of work.	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
Unit of work planned and implemented in the placement class	Form B completed by Mentor Teacher and submitted to CDU	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
The daily journal	Sighted by the Mentor teacher	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
"At risk" process	Where relevant Instigated/completed	Date Commenced Date Completed

There are 20 Professional Experience days attached to Teaching and Learning 4

Has the Preservice Teacher completed the required number of days? Yes No

Has there been any variation to the number of Professional Experience days? Yes No

Performance rating date: ____/____/____

Each task must be satisfactory to gain an overall Pass for the Professional Experience placement and for the unit

OVERALL RATING (Please circle)

PASS

**REQUIRES MORE PROFESSIONAL
EXPERIENCE TO MEET ASSESSMENT
REQUIREMENTS**
(Please suggest an amount of time)

FAIL

Please keep a copy of this comment to add to final portfolio

MENTOR TEACHER COMMENT

Please attach additional comments

Mentor Teacher name and signature _____ Date _____

Preservice Teacher name and signature _____ Date _____

PLL name and signature (where appropriate) _____ Date _____

Students “at risk”

When a Mentor Teacher considers the performance or progress of the Preservice Teacher to be unsatisfactory, the Preservice Teacher is deemed **“at risk”** and the “at risk” assessment form is used.

“At risk” is described as “a risk” to the student’s progress toward meeting the graduate teacher competencies and where he or she is not demonstrating the required professional behaviour and skills at a level normally expected of Preservice Teachers at that stage of their professional learning.

Mentor teachers are encouraged to implement the “at risk” process, when necessary, before the mid-point of the Professional Experience. Some examples where students could require specific assistance could include:

- Classroom management
- Time management
- Commitment to the Professional Experience
- Personal or family issues affecting performance
- Ability to follow advice
- Written requirements of planning and assessment
- Ability to work in a team
- Difficulties forming relationships with students and/or staff

Students in Darwin, Palmerston and Alice Springs

In Teaching Schools, Mentor teachers are required to consult with the PLL. The PLL has charge of the “at risk” process. It is the Professional Learning Leader’s decision to initiate the **“at risk”** process and to notify the teaching school coordinator if the “at risk” procedure needs to be initiated.

In schools where there is no Professional Learning Leader, please contact the Professional Experience Office for guidance on initiating an ‘at risk’ procedure.

All other schools and students

Mentor teachers and/or principals are required to contact the Professional Experience Office for advice and guidance before initiating an **“at risk”** procedure. A copy of the **“at risk”** schedule should be emailed, posted or faxed to the Professional Experience Office on F: 08 8946 6151 as a record of the **“at risk”** process.

Grading of Teaching and Learning Units

All Teaching and Learning units (with a placement component) are graded PU (Pass Ungraded).

If a student completes all placement requirements satisfactorily but is late in submitting a final assignment for the academic side of the unit, then an AC (Assessment Continuing) result may be given. Tight time constraints apply to these grades so students should discuss any submission date variations with the lecturer before the assessment date given in the unit outline.

If students fail to complete academic work for the unit, but successfully complete the placement, a Fail will be recorded and students will be required to re-enrol and complete all academic requirements again. Discussion about the amount of placement time to be repeated can be had with the Director of Professional Experience.

If a student completes all academic requirements but fails to complete the placement due to illness or failure of the placement itself then the students will be placed on a PO (Practicum Ongoing). The student, after negotiation with the Professional Experience Director, will repeat all or part of the placement at a suitable time and place. If after this second placement a Fail is still recorded by the Mentor teacher, then a Fail for the unit will be recorded and the student will need to re-enrol, after discussions with his or her course coordinator.

Establishing “at risk” status

Preservice Teacher: _____

School: _____

Date of Deeming: ____/____/____

Mentor teacher: _____

Any “at risk” procedures must be started by the mid-point of the teaching experience. This will vary depending on whether a student is full-time or part-time.

Key reasons for “at risk” status: (these elements are considered developmental goals):

- 1.
- 2.
- 3.
- 4.
- 5.

Developmental strategy: (List strategies to be used to support the student in achieving the developmental goals. A daily report is to be completed using the proforma on next page

Developmental goals	Developmental strategy	Key support person	Signature of Preservice Teacher
1.			
2.			
3.			
4.			
5.			

Daily progress report for “at risk” students

Week _____ Day _____ Student's name _____

To be completed at the end of each supported practice day

Assessment day	Progress report	Assessment rating
Developmental goal 1		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 2		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 3		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 4		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice
Developmental goal 5		<input type="checkbox"/> Preservice teacher has made a conscious effort to improve practice <input type="checkbox"/> Preservice teacher has not made a conscious effort to improve practice

Comments (where relevant)

Recommendations: (To be completed at the end of a 5-day “at risk” period)

- ☐ “At risk” status to be removed and Preservice Teacher is able to participate successfully in a professional review.
- ☐ Preservice Teacher’s in-centre experience (or at risk status) is to be extended by a period of ____ days for the purposes of additional teaching practice (continue another “at risk form”).
- ☐ Preservice Teacher has failed the teaching experience and the Professional Experience Office, will be informed.

Signed Mentor Teacher _____

Signed Preservice Teacher _____

Notes

